Proceedings Series of Educational Studies

The 5th International Conference on Educational Management and Technology (ICEMT) 2026

Hubungan Kompetensi Tutor Dengan Tingkat Kepuasan Belajar Warga Belajar Paket B Dan C Di PKBM Fanana Insan Baksya Kota Malang

Divya Arifah Tus Sabila[1]*, Kukuh Miroso Raharjo[2]

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

divya.arifah.2201416@students.um.ac.id[1], kukuh.raharjo.fip@um.ac.id[2]

Abstract

The successful implementation of equivalency education depends not only on the availability of learning programs but also on the quality of tutor competencies within the non-formal education setting. Tutors possessing strong pedagogical, professional, personal, and social competencies are expected to facilitate effective learning processes, thereby enhancing learner satisfaction. This study aims to describe tutor competencies and learner satisfaction levels, as well as to analyze the relationship between tutor competencies and the satisfaction levels of Package B and Package C learners at PKBM Fanana Insan Baksya, Malang City. A quantitative correlational research approach was employed. The study population consisted of 92 learners (38 in Package B and 54 in Package C). A sample of 75 respondents was determined using Slovin's formula and proportionate stratified random sampling. Data were collected via a Likert-scale questionnaire. Data analysis involved descriptive analysis and Pearson Product Moment correlation testing. The results indicate that both tutor competencies and learner satisfaction levels fall into the high category. The correlation test revealed a positive and significant relationship between tutor competencies and learner satisfaction; higher tutor competence correlates with higher learner satisfaction. These findings underscore that enhancing tutor competence is a crucial strategy for improving the quality of learning services in equivalency education programs at PKBMs.

Keywords: tutor competence, learner satisfaction, non-formal education, equivalency education, PKBM.

1. Introduction

Education is a crucial factor in enhancing human quality and serves as a vital vehicle for fostering societal well-being. Through education, individuals acquire the understanding, skills, and values necessary for self-actualization, enabling them to participate actively in society. In accordance with the National Education System Law No. 20 of 2003, educational services in Indonesia are delivered through the synergy of formal, non-formal, and informal education pathways to reach all citizens without exception. Non-formal education plays a particularly important role by providing learning opportunities for individuals who face obstacles in fully pursuing the formal schooling system.

The Community Learning Center (PKBM) is a non-formal educational institution that provides learning opportunities for individuals outside the formal school system. In addition to focusing on community empowerment, PKBM administers equivalency education programs—specifically Paket A, Paket B, and Paket C. As a means of accessing education comparable to formal schooling, the success of these equivalency programs depends heavily on the quality of learning activities; consequently, the role of the tutor is crucial, given their direct interaction with learners.

Tutors are responsible for designing, conducting, guiding, motivating, and assessing learning activities in accordance with the characteristics of the learners. Consequently,

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

educators or facilitators are required to possess four key competencies—pedagogical, professional, personal, and social—as mandated by Law No. 14 of 2005 concerning Teachers and Lecturers. These competencies serve as the foundation for facilitators to deliver learning that is effective, participatory, and oriented toward the needs of the learners. Mulyasa (2013) defines an educator's capability as a harmonious blend of insight, expertise, values, and behavior—manifested through the performance of professional duties—that enables the delivery of high-quality learning.

Nevertheless, the implementation of instruction in equivalency education continues to face various challenges. Preliminary observations at PKBM Fanana Insan Baksya in Malang City reveal instances of tutors teaching subjects outside their fields of expertise. This situation has the potential to affect the quality of material delivery, the selection of instructional strategies, and the tutors' ability to meet the learners' educational needs. If tutor competence is suboptimal, the learners' educational experience may suffer, thereby impacting their level of satisfaction with the learning activities.

Learning satisfaction serves as a significant benchmark for analyzing the quality of educational services. Oliver (1980) explains that satisfaction arises when perceived reality exceeds an individual's expectations. In the context of education, learning satisfaction reflects learners' assessments of the dynamics experienced during the learning process. Satisfaction levels are based on various dimensions, including the alignment of learning expectations, the quality of instructional services, interaction and communication with tutors, and a supportive learning environment. The higher the quality of instructional services provided by tutors, the greater the likelihood that learners will experience a high level of satisfaction.

In addition to being explained through Oliver's satisfaction theory, the relationship between tutor competence and learning satisfaction can be understood through the lens of Social Cognitive Theory, as developed by Bandura (1986). This theoretical framework posits that individual action is the product of a reciprocal relationship between personal factors, environmental factors, and behavior. In this study, tutor competence is positioned as an environmental factor that influences the learners' educational experience. Tutors who effectively manage instruction, demonstrate mastery of the subject matter, foster good communication, and exhibit a supportive personality have the potential to create a conducive learning environment; this, in turn, fosters a positive learning experience and enhances learner satisfaction.

Previous research indicates that tutor competence is linked to various aspects of learning outcomes, such as learning motivation and academic achievement. However, studies specifically examining the relationship between tutor competence and learner satisfaction in equivalency education programs remain relatively limited, particularly within the context of Community Learning Centers (PKBM). Thus, this study offers a unique perspective by investigating the relationship between tutor competence—encompassing pedagogical, professional, personality, and social capabilities—and the learning satisfaction of "Paket B" and "Paket C" learners at PKBM Fanana Insan Baksya in Malang City.

Based on the preceding explanation, this research is designed to (1) outline the competencies of tutors at PKBM Fanana Insan Baksya in Malang City; (2) describe the learning satisfaction levels of Package B and Package C learners; and (3) analyze the relationship between tutor competence and learner satisfaction. The study's findings are expected to contribute to the

body of knowledge regarding non-formal education and serve as an evaluative reference for PKBM administrators in enhancing tutor competence and the quality of learning services.

2. Method

This research employs a quantitative approach using a correlational design. This choice of approach is based on the study's objective to examine the relationship between the independent variable (tutor competence) and the dependent variable (level of satisfaction). Additionally, descriptive analysis is utilized to provide an objective overview of tutor competence and learner satisfaction at PKBM Fanana Insan Baksya in Malang City.

The research was conducted at PKBM Fanana Insan Baksya in Malang City, located at Jalan Perum Joyo Grand, Merjosari, Lowokwaru District. This location was selected because the institution is a non-formal education provider that consistently manages Paket B and Paket C equivalency education programs.

The study population consisted of 92 learners, comprising 38 Paket B learners and 54 Paket C learners. The sample size was determined using Slovin's formula with a 5% margin of error, resulting in a sample of 75 respondents. The sample was then proportionally divided into 31 Paket B learners and 44 Paket C learners using the proportionate stratified random sampling technique, ensuring that each group had an equal proportional chance of being selected as respondents.

The instrument used was a five-point Likert-scale questionnaire (ranging from "strongly agree" to "strongly disagree"). The tutor competence variable was evaluated across four key dimensions: pedagogical, professional, personality, and social. Meanwhile, the learning satisfaction variable was measured based on four benchmarks: alignment with learning expectations, quality of learning services, interaction and communication, and the learning environment.

Before being used as a research instrument at PKBM Fanana Insan Baksya, the questionnaire underwent validity and reliability testing to ensure that all instrument items could measure the research variables accurately and consistently. The instrument testing was conducted at PKBM Cahaya Ilmu in Malang City using JASP version 0.97. The results of the validity and reliability tests are presented below.

Tabel 2.1 Hasil Uji Validitas

Variabel	Jumlah Indikator	Item Valid	Item tidak valid	Total pernyataan
Kompetensi Tutor	4	19	3	22
Kepuasan Belajar	4	12	2	14

Tabel 2.2 Hasil Uji Reliabilitas

Variabel	*Cronbach's Alpha*	Keterangan
X	0,931	Reliable
Y	0,880	Reliable

Once all instruments were confirmed to be valid and reliable, the questionnaires were distributed to all subjects included in the research sample. The collected data were processed using descriptive statistics to map the state of facilitator competence and learners' satisfaction with their learning experience. The process continued with prerequisite analysis tests, specifically normality and linearity tests. Hypothesis testing was conducted using the Pearson product-moment correlation test to determine the strength of the relationship between tutor competence and learner satisfaction. All data computations were performed using JASP software (Version 0.97).

3. Results and Discussion

3.1 Result

1. Respondent Characteristics

To provide a descriptive overview of the respondents' backgrounds, the researcher includes three relevant respondent characteristics. These characteristics are examined based on age, gender, and current class or program level. These three aspects were included in the questionnaire for completion by the learners enrolled in the Package B and C programs at PKBM FIB. The findings regarding these characteristics are presented below.

Table 3.1.1 Data Analysis Results Based on Age Range

age range	Frequency	Percentage %
13 – 15	30	40,00 %
16 - 18	45	60,00 %
Total	**75**	**100,00 %**

Table 3.1.2 Data Analysis Results by Gender

Gender	Frequency	Percentage %
Male	35	46,67 %
Female	40	53,33 %
Total	**75**	**100,00 %**

Table 3.1.3 Data Processing Results by Class/Package

Class / Package	Frequency	Percentage %
Package B	31	41,33 %
Package C	44	58.67 %
Total	**75**	**100,00 %**

2. Descriptive Analysis of the Tutor Competence Variable

The descriptive analysis of the tutor competence variable reveals that tutor competence at PKBM Fanana Insan Baksya, Malang City, falls into the "very high" category. This indicates that the majority of learners rate the tutors' ability to conduct the learning process positively. Tutor competence is rated highly across pedagogical, professional, personality, and social aspects. Presented below are the categorization results based on the indicators of pedagogical, professional, personality, and social competence.

Table 3.1.4 Categorization Results for the Tutor Competence Variable

Indicator	Average	Category
Pedagogical Competence	82,35%	Very High
Professional Competence	81,53%	Very High
Personality Competence	83,75%	Very High
Social Competence	83,25%	Very High
Overall Average	**82,72%**	**Very High**

Regarding pedagogical competence, tutors are assessed as capable of understanding learners' characteristics, designing lesson plans, conducting instruction systematically, and evaluating learning outcomes. Tutors are also deemed able to employ teaching methods tailored to the learners' characteristics, thereby ensuring that learning activities are engaging and easily understood.

Regarding professional competence, the tutors received high ratings for their mastery of the subject matter, ability to provide clear explanations, and capacity to relate the material to real-life contexts. This strong command of the subject matter made it easier for learners to grasp the concepts being taught.

The tutors also scored highly in terms of personal competence. Learners perceived the tutors as disciplined, responsible, and polite, noting their ability to serve as role models throughout the learning process. The tutors' positive demeanor fostered a sense of comfort and boosted the learners' confidence in participating in the learning activities.

Meanwhile, regarding social competence, tutors are assessed as capable of establishing effective interactions with learners, providing opportunities for discussion, and treating all learners fairly regardless of their backgrounds. These conditions foster a more open and conducive learning environment. Overall, the analysis indicates that the tutors' competence meets learners' expectations, thereby supporting the creation of a high-quality learning process.

3. Descriptive Analysis of the Learning Satisfaction Variable

The findings from the descriptive analysis of the learning satisfaction variable indicate that the level of learning satisfaction among Package B and Package C learners falls into the "very high" category. This high level of satisfaction demonstrates that the learning process provided by the tutors successfully met the expectations of the majority of learners. Presented below are the categorization results based on the indicators of alignment with learning expectations, quality of learning services, interaction and communication, and the learning environment.

Table 3.1.5 Categorization Results for the Learning Satisfaction Variable

Indicator	Average	Category
Alignment with Learning Expectations	84,35%	Very High
Quality of Learning Services	80,60%	High
Interaction and Communication	81,80%	Very High
Learning Environment	84,80%	Very High
Overall Average	**82,89%**	**Very High**

Regarding the indicator of alignment with learning expectations, learners assessed that the provided learning activities were consistent with their needs and expectations. The material taught was considered beneficial for enhancing the learners' understanding and academic capabilities.

The indicator for the quality of learning services also received high ratings. Tutors were perceived as capable of delivering material clearly, employing easily understandable teaching methods, and providing guidance to learners throughout the learning process.

Regarding the interaction and communication indicator, learners assessed that tutors provided opportunities to ask questions, respected learners' opinions, and effectively communicated during learning activities. This harmonious communication fostered a more active and engaging learning environment.

Meanwhile, regarding the learning environment indicator, learners stated that the atmosphere at the PKBM (Community Learning Center) supported their studies. A comfortable learning environment, combined with positive relationships between

facilitators and learners, contributed to increased learner satisfaction. Overall, the analysis indicates that learners were satisfied with the instructional services provided by tutors at PKBM Fanana Insan Baksya in Malang City.

4. Classical Assumption Tests

1) Normality Test

Table 3.1.6 Normality Test Results for Variable X

Fit Statistics

Test	Statistic	p
Kolmogorov-Smirnov	**0.083**	**0.680**

Based on the normality test results for Variable X shown in the table above, the Kolmogorov-Smirnov statistic is 0.083, with a significance value (p-value) of 0.680. The data are normally distributed because the significance value is greater than 0.05 (i.e., 0.680 > 0.05).

Table 3.1.7 Normality Test Results for Variable Y

Fit Statistics

Test	Statistic	p
Kolmogorov-Smirnov	**0.091**	**0.558**

Furthermore, the normality test for variable Y yielded a Kolmogorov-Smirnov statistic of 0.091 with a significance value (p-value) of 0.558. The data are normally distributed, as the significance value is greater than 0.05 (i.e., 0.558 > 0.05).

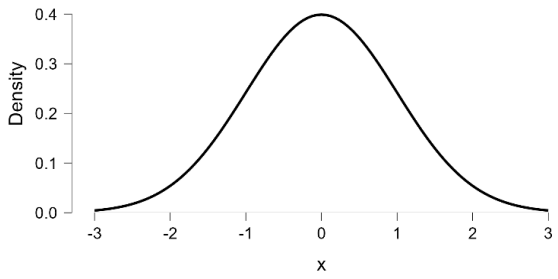


Figure 3.1.1 Distribution Graph

In addition to statistical test results, this study presents the normality test results in the form of a distribution graph. The shape of the curve indicates that the majority of the data clusters around the mean, while the frequency of data at extremely low or high values is minimal. The graph visualization shows no significant deviation in the data distribution, such as extreme skewness or excessive peakedness. This confirms that the data distribution pattern satisfies the assumption of a normal distribution.

These observations align with the results of the Kolmogorov-Smirnov normality test, which yielded a statistic of 0.091 and a significance score (p-value) of 0.558. Since the significance value exceeds the 0.05 significance level (0.558 > 0.05), the null hypothesis (H0) is accepted. Thus, the data for the research variables can be considered normally distributed.

2) Linearity Test

In this study, the linearity test was conducted using a Residuals Versus Predicted Values plot and a Regression Plot generated through data processing in JASP Version 0.97.

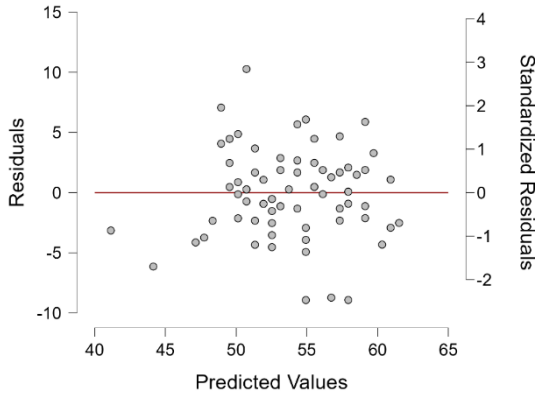


Figure 3.1.2 Residuals vs. Predicted Values Plot

Based on the plot, the residual points appear to be randomly distributed above and below the zero line (y=0), with a relatively consistent pattern of dispersion across the range of predicted values. This indicates that the relationship between the tutor competence variable and the level of learning satisfaction is linear.

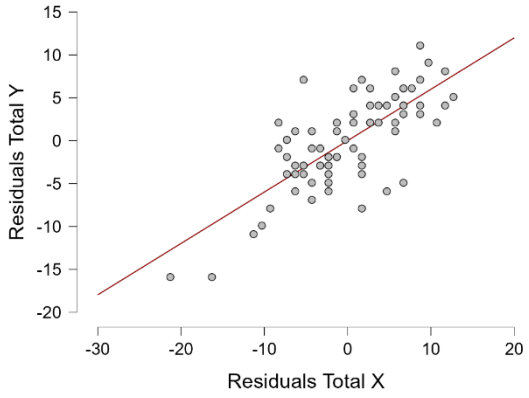


Figure 3.1.3 Regression Graph

Based on the graph, the regression line slopes upward from the bottom-left to the top-right. This visual representation indicates a positive relationship between tutor competence and the level of learning satisfaction. Thus, higher levels of tutor competence perceived by learners correspond to higher levels of learning satisfaction.

5. Hypothesis Testing

Hypothesis testing was conducted using the Pearson product-moment correlation technique to evaluate the relationship between tutor competence and learners' level of learning satisfaction.

Table 3.1.8 Pearson Correlation Test Results

Correlation

Pearson's Correlations

Variable		Total X	Total Y
1. Total X	Pearson's r	—	
	p-value	—	
2. Total Y	Pearson's r	0.746	—
	p-value	< .001	—

Based on the Pearson correlation test results, variables X and Y yielded a correlation coefficient (r) of 0.746 with a significance level (p-value) of < 0.001. This value of 0.746 demonstrates a strong, positive relationship between variables X and Y.

These findings indicate that higher tutor competence corresponds to higher levels of learner satisfaction; conversely, a decline in tutor competence tends to result in decreased learner satisfaction. Thus, tutor competence is a crucial factor linked to the quality of the learning experience for learners in the Package B and Package C Equivalency Education Programs at PKBM Fanana Insan Baksya, Malang City.

These findings underscore the necessity of continuously enhancing tutors' pedagogical, professional, personal, and social competencies as a means to improve the quality of learning services and learner satisfaction within non-formal education.

3.2 Discussion

1. Tutor Competence at PKBM Fanana Insan Baksya, Malang City

Based on the findings of the descriptive analysis, tutor competence at PKBM Fanana Insan Baksya, Malang City, falls into the "very high" category, with an overall average

indicator score of 82.72%. These findings indicate that the tutors possess the ability to understand the characteristics of learners, explain learning materials in detail, apply appropriate teaching methods, and build positive interpersonal relationships with the learners. This is crucial, given that learners in equivalency education programs come from diverse backgrounds—varying in age, occupation, prior learning experience, and reasons for joining the program. Consequently, tutors are expected to possess greater adaptability than educators in the formal education system.

These findings indicate that tutors have effectively fulfilled their responsibilities and roles as educators within the equivalency education program, as evidenced by their pedagogical, professional, personal, and social competencies. These capabilities are fundamental to delivering quality instruction and achieving the program's equivalency goals.

In the context of non-formal education, these four competencies are particularly essential given that equivalency education learners differ significantly from those in the formal education system. Learners at Community Learning Centers (PKBM) possess diverse backgrounds in terms of age, life experience, profession, and motivation for learning. Consequently, the tutor's role extends beyond merely explaining instructional materials; they must act as facilitators who apply andragogical principles—as articulated by Knowles—by creating a learning environment that values learners' experiences, focuses on their specific needs, and actively engages them throughout the learning process.

These research findings align with the view of Mulyasa (2013), who asserts that educator competence is a blend of knowledge, skills, attitudes, and values manifested in the ability to manage learning effectively. The findings are also supported by research conducted by Zaroh (2025), which indicates that the role of the tutor positively influences the learning motivation of learners at PKBM Fanana Insan Baksya in Malang City. The results demonstrate that tutors have successfully guided, directed, and supported learners in boosting their enthusiasm for learning. Ultimately, effective performance in the tutor's role is a manifestation of the competence they possess in conducting the learning process.

2. Learning Satisfaction Among Package B and C Learners at PKBM Fanana Insan Baksya, Malang City

Data analysis reveals that the level of learning satisfaction among Package B and Package C learners at PKBM Fanana Insan Baksya, Malang City, is categorized as very high, based on an overall average score of 82.89% across all indicators. This indicates that the majority of learners are satisfied with the instructional services provided during their participation in the equivalency education program.

From the perspective of educational psychology, learning satisfaction is an affective response that emerges after an individual evaluates their learning experience. Satisfaction stems not merely from learning outcomes but is also driven by the quality of communication with the tutor, the comfort of the learning environment, opportunities for participation, and the experience of achieving success during learning activities.

These research findings align with Oliver's (1980) theory, which defines satisfaction as an evaluative outcome resulting from an individual comparing initial expectations with the reality of the service received. In the educational context, learning satisfaction is a

psychological state that arises when learning interactions successfully accommodate a learner's expectations, needs, and learning goals. Therefore, learning satisfaction is not determined solely by learning achievements but is also derived from the overall experience throughout the learning process.

This study draws its theoretical foundation from Social Cognitive Theory (Bandura, 1986). The theory posits that human actions and learning experiences are shaped by the reciprocal determinism among personal factors, environmental conditions, and the behavior itself. In this study, tutor competence is positioned as an environmental component that plays a crucial role in shaping the learners' learning experiences. Competent tutors who facilitate high-quality instruction create effective learning environments, provide support to learners, foster positive communication, and enhance learners' motivation and self-efficacy throughout the learning process.

This research demonstrates that PKBM Fanana Insan Baksya has successfully provided instructional services that align with the expectations and needs of its learners. Beyond acquiring new knowledge and skills, learners benefit from an interactive, enjoyable, and meaningful educational experience, fostering a sense of satisfaction with the program.

These findings can be linked to research conducted by Zaroh and Allysa Fatimatus (2025), which indicates that the role of the tutor influences learner motivation. High motivation encourages active participation, as the resulting positive learning experience ultimately enhances learner satisfaction.

3. The Relationship Between Tutor Competence and Learning Satisfaction Levels Among Package B and C Learners at PKBM Fanana Insan Baksya, Malang City

Statistical correlation analysis confirms a significant positive relationship between tutor competence and the level of learning satisfaction among Package B and Package C learners at PKBM Fanana Insan Baksya, Malang City. The findings indicate that higher levels of tutor competence correspond to increased learning satisfaction among the learners.

This relationship indicates that the educator's capacity is a key element determining the quality of the learners' educational experience. Tutors who can effectively manage instruction, demonstrate mastery of the subject matter, exhibit a positive personality, and foster constructive communication create a higher-quality learning process. Such positive learning experiences, in turn, drive learner satisfaction.

These findings align with the Social Cognitive Theory framework developed by Bandura (1986). This theory posits that the dynamics of individual behavior arise from a triadic interaction between personal, environmental, and behavioral factors. In this study, tutor competence represents an environmental factor influencing the learners' experience. When facilitators create a comfortable learning atmosphere through pedagogical, professional, personal, and social competencies, learners become more confident, motivated, and actively engaged, resulting in a positive learning experience. Ultimately, this experience leads to higher levels of learner satisfaction.

The findings of this research support the view held by Mulyasa (2013) that educator competence is a primary benchmark for the success of the learning process. Highly qualified

tutors are not only adept at effectively transferring knowledge but are also capable of fostering positive interpersonal relationships, providing learning motivation, and creating an enjoyable learning atmosphere.

These findings align with a previous study by Mutmainnah et al. (2017) regarding the relationship between tutor qualifications and the learning drive of *Paket C* program participants. Although the dependent variable in that study was learning motivation, the results demonstrated a positive impact on the learners' educational experience. The present research extends the scope of that study by demonstrating that tutor competence correlates not only with learning motivation but also with the level of learning satisfaction.

Research findings comprehensively confirm that tutor quality is a crucial factor in optimizing learner satisfaction within the non-formal education sector. Consequently, PKBM administrators need to continuously enhance educators' capabilities through training programs, mentoring, academic supervision, and continuous professional development. These efforts are expected to improve the quality of the learning process, enrich the learners' educational experience, and ultimately elevate the overall quality of equivalency education delivery at the PKBM.

4. Conclusion

Based on the research findings and analysis, it can be concluded that the tutors at PKBM Fanana Insan Baksya in Malang City possess a high level of competence. This indicates that the tutors are performing their instructional roles optimally, demonstrating full mastery of the four key dimensions: pedagogical, professional, personal, and social.

Learner satisfaction levels among Paket B and Paket C participants also fall into the high category, demonstrating that the learning process has been conducted effectively and has met the learners' expectations.

Correlation analysis confirms a significant positive relationship between tutor competence and learner satisfaction. This implies that the higher the tutors' level of competence, the greater the level of learner satisfaction.

References

Bandura, A. (1986). Social Foundations of Thought and Action: A Social Cognitive Theory. Englewood Cliffs, NJ: Prentice Hall.

Kotler, P., & Keller, K. L. (2016). Marketing Management (15th ed.). Pearson Education.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers.

Mulyasa, E. (2013). Teacher Competency Standards and Certification. Bandung: PT Remaja Rosdakarya.

Mutmainnah, M., et al. (2017). The Relationship Between Tutor Competence and the Learning Motivation of Package C Equivalency Education Learners at PKBM Ceria, Sesela Village, West Lombok Regency.

Oliver, R. L. (1980). A Cognitive Model of the Antecedents and Consequences of Satisfaction Decisions. Journal of Marketing Research, 17(4), 460–469.

Zaroh, A. F. (2025). The Influence of the Tutor's Role on the Learning Motivation of Learners at PKBM Fanana Insan Baksya, Malang City. Undergraduate Thesis. State University of Malang.